

MAJOR PLAN 2

Managing space and time efficiently at
Gándara International school

Gándara International School

Gondomar (Spain), November 2021

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1. INTRODUCTION

When we started our school project, we already had a clear idea of the existing interdependence between effective and future-oriented learning on the one hand, and the planning of the space and time in which learning takes place on the other. This led to an in-depth analysis in order to identify the key elements in structuring the learning space and time in a way that would contribute to growth and the achievement of the desired learning impacts.

Aspects we took into account were flexibility, visibility, community, collaboration, project orientation and sustainability, as well as sequencing of materials, autonomy, and community rules. Time, space and furniture were configured so that learning could take place at any time and place. Subsequently, there has also been a process of in-depth discussion about learning times, which is still underway.

Although we have already defined and specified many learning principles, we are currently trying to further define some of them, which will also serve as a driving force for the design and structuring of learning environments.

The reason why we have chosen this Major Plan is that any reflections on our school processes always trigger the same comment: “Yes but, we have no time. When can we do it?” Other considerations such as challenges that we did not reach, created a sense of discomfort amongst the faculty members or the management and administration teams for not reaching targets due to time constraints, organization, overtime... Therefore, this major plan is going to focus mainly and especially at the beginning, on creating a temporal and spatial organization system that facilitates greater fluidity at work, that favors and redeems time adequately, and whose final objective is the ability to achieve the purposes and consequently, the desired impacts on learners.

Since the school began its journey, we have already developed many learning processes in management and methodological issues, but most of the time these processes have been unstructured due to time constraints. This is why we have decided to take action and tackle time management in this Plan.

This is also connected to space management and resources (in areas common to children and teaching staff), as it affects all other organizational areas. A well-ordered and well-managed storing area, as well spaces adapted to specific purposes will help avoid problems and achieve the desired impacts on the learning community.

This Major Plan will include a series of structured actions that will be sequenced in time, and a system of ongoing monitoring of its performance.

We are certain that the success of this plan will contribute significantly to all other processes that take place in school. At the same time, it is closely linked to Major Plan 1 on assessment.

All decisions to be taken within this Plan will be duly submitted and reported to the stakeholders clearly and adequately, so everyone is informed of any important changes.

2. MAJOR PLAN OBJECTIVES / TIME AND SPACES

The aims which this Major plan hopes to reach are:

2.1. To design a time and space management system, enabling smooth and orderly operation in order to achieve the different school goals and the impact on the students.

2.2. To rethink and reorganize the space resource distribution so that it can contribute to the adaptation and needs of the children and to the achievement of their learning goals.

2.3. Contribute to the Major Plan assessment to define a self-evaluation system that facilitates the renewal and updating of spaces and distribution times, which adapts to the functioning of the school and learning processes.

3. LEARNING PRINCIPLES 3: The design of the learning spaces and the structuring of the time spent on learning are motivated and defined by the expected learning impacts of the students community.

Learning Principle 9: Learning Space & Time

The design of learning spaces and the structuring of learning time are driven and shaped by the learning community's intended learning Impacts.

9.1: There are structured systems for mapping desired Impacts, learning definitions, principles and purposes into the design of learning spaces.

9.2: Learning space and the structure of learning time contribute to the achievement of Impacts for learners.

During the internal reflection process, based on the three main impacts identified by NEASC for LP 9 on space and times, our school has defined the following impacts:

4. MAJOR PLAN GUIDELINES

The lines of action that we have designed to carry out this plan aim to improve the organizational aspects of the school in terms of space and times. Some of them emerged after the reflection work that was carried out in July and others had been detected before then. We also bear in mind that other issues may come up during this process.

Initial actions:

- Action 1: Creating task and time coordination committee. (EET)

Actions aimed at designing an **Organization and improvement of Spaces System:**

- Action 1: Creating psychomotricity spaces for children in elementary and pre-school.
- Action 2: Preparing spaces for the 2021/2022 academic year.
- Action 3: Conducting a thorough assessment of the spaces and resources during 2021-22.
- Action 4: Creating a system to monitor order and organization in the spaces.

Actions aimed at designing a **Time Organization System.**

- Action 1: Revision and adaptation of workable school days
- Action 2: Revision and adaptation of non-workable school days.
- Action 3: Producing documents that reflect the general organization structure and time distribution.
- Action 4: Creating a system for the assessment of workable and non-workable school days (in coordination with ESEP).

Previous actions:

- It may be possible to incorporate the monitoring, organization and evaluation of spaces and times system to the Additio platform.
- Update documentation connected to space, times that may have been altered as a result of the implementation of this Major Plan.

INITIAL ACTIONS

Action1: Creating task and time coordination committee. (EET)

In response to the need for a dedicated in-depth work organization of spaces and times and given the temporary difficulties that we have already expressed, we have considered creating a working group that focuses on the work and elaboration of this Major Plan and anything related to spaces and time distribution in school.

Objectives:

- Redeem teachers' time and hours by creating a smaller group, not jeopardizing the time and hours of other teachers, but that is capable of managing and directing the process of creating time, space and the organization system.
- Create a work system guided by a series of meetings and work proposals, with clear objectives, tasks and actions to sequence and advance the work in creating and coordinating this organization of spaces and times system, in an effective way.

The selection of team members will be based on their individual strengths, to meet the different roles, and the needs arising from the characteristics of this work. Ensuring that at least one of the members of the team is from the management team and that there will be a representative for pre-school, elementary, lower elementary and upper elementary

The team of Spaces and Time (TSE from now on) will have a series of functions and responsibilities that respond to the processes of the different actions mentioned in this plan, in addition to those that may arise. Here are some of the starting actions:

- Define and develop the action lines for each major action in this plan.
- Inform the Governing Board of the work proposals before implementing them.
- Organize and schedule work according to goals and deadlines.
- Inform school staff about any changes or measures taken (teaching staff, administration, cleaning staff, if appropriate).
- Design management, time and space models to help the effective and comprehensive functioning of the school, ensuring that they contribute to the achievement of objectives and results.
- Design and ensure that a space and time assessment system is applied consistently.

The phases of this action will simply be a meeting to determine the people who will be part of the team and this will take place in September 2021. Once the team has been established, it will take the lead in the process of this plan and inform the management team and Governing Board of any important decisions and proposals. Depending on the actions, different responsibilities within the team may be assessed.

ACTIONS AIMED AT DESIGNING AN ORGANIZATION AND IMPROVEMENT OF SPACES SYSTEM

Action 1: Creating psychomotricity spaces for children in elementary and pre-school.

Following the 2020/2021 assessment, a clear need has been identified for movement and/or more active and energetic games indoors, especially in pre-school, due to the important growth in enrollment.

Throughout the school's growth, we have always had a relatively low ratio that has allowed us to make spaces more flexible, and we could adapt them to the different needs. The ratio growth, mainly in pre-school, has shown us that there are new needs that have to be addressed. We have also observed that boys and girls in both pre-school and lower elementary, especially, have physical and energy-release needs that, when occurring in the same concentration activity space, alter the surroundings and make it difficult for concentrated work to happen. The usual way out of this problem has been the use of open /outdoor space, but since rain is very common in our environment, it has not always been the most comfortable and efficient solution.

Objectives:

1. Creating an indoor motion activity space, symbolic play and sports for pre-schoolers and elementary school children that meet their needs and allows the development of many different learnings which can occur in the range of activities that can be developed with the space characteristics.
2. Amplify and adapt installations to the current ratio (80 kids) and the future ratio (110 kids).

Taking into account the characteristics of the school and the urgent need for the expansion of pre-school which was already drawn up at the beginning of the 2020-21 academic year, we can define two main actions:

- o Creation of a movement, activity and play space for pre-school: this process has been in place since September 2020 and after its project and subsequent construction throughout the month of July, it was completed in September 2021, fulfilling our intention to have it ready for the beginning of the 2021/2022 academic year. Currently, (September 2021), it is being adapted with furniture and material for use, by giving thorough reflection of its possibilities and making its conditions and use profitable. The following steps will be taken:
- o Implementation of an operational designed and built system
- o Continuous assessment and improvement of its use.

Creation of a movement, activity and play space for elementary: this project is due to be developed throughout 2021/2022, so it can be ready for the beginning of 2022/2023. To achieve this, it is important to consider the following phases (although some intermediate ones may arise):

- A meeting with Bateleiro to discuss the financial feasibility of the project and to establish a rough budget (developed in July 2021).
- Discussing needs and initial ideas of the project (September 2021)
- Meeting with the architect. September 28th. Presentation of needs and ideas in order to develop an architectonic project.
- Project launch: meeting with Bateleiro and the architect to assess the project and its conditions.
- License request
- Construction
- Space adequacy: this will require pre-meetings to define needed resources and materials.

Action 2: Preparing spaces for the 2021/2022 academic year.

As a reflection, after the end-of-year assessment and survey review, the different lower elementary and upper elementary teams, management teams and administration teams, have identified different improvement measures in relation to spaces, keeping in mind this plan and the importance of its implementation to make the school better in these areas.

Objectives:

- To prepare interior and educational spaces with better organizational options.
- Tailor the spaces to adapt them to students' needs.
- Adapt the spaces to the ratio growth in lower and upper elementary.
- Widen pedagogic possibilities by enriching spaces and materials with new proposals.

The following are some of the measures established, which are being resolved throughout the months of July and September 2021:

PRE-SCHOOL

- Adaptation of new psychomotricity space and remodeling of centered or relaxed activity space.
- Expansion of storage for greater organization for both boys and girls, so that they can gain autonomy (mainly lockers) the same for teaching staff.
- First library book cataloging and code system.
- Adaptation of the exterior zones and garden patch.

LOWER ELEMENTARY

- Remodeling of the experimental and art areas with the addition of more available material and detached tables, so as to facilitate autonomy.
- Adapted tables and chairs to the size of children in lower elementary.
- First library book cataloging
- Reorganization of lower elementary storage
- Adaptation of informative and organizational boards and corks for children, so as to facilitate autonomy.

UPPER ELEMENTARY

- Expansion of spaces and removal of partitions for greater fluidity and comfort in the work rooms.
- Preparation of a new classroom for mathematics and projects.
- Expansion of the kitchen for art and cooking workshops.
- Preparation of a new, comfortable, and more spacious living space, offering more choice of activities for stretching time, socializing, reading or for children who prefer to work on the floor.
- Preparation of the new experimental space with a larger and adapted cleaning system and also, scientific storage.

OTHER SPACES

- Parking: a staggered system has been set up with children pick-up at the lower-level exit door, to avoid traffic and allow parking
- Other: a space assessment has been made to develop different maintenance tasks and space improvement such as moisture, repairs...

PENDING ACTIONS

Expand parking possibility: review of expanding space for children to be brought and picked up at the adjacent building so as to solve the issues when entering and exiting school at non-staggered hours, this would allow a better distribution in the guides or teaching staff's schedules. For this the following actions are being planned:

- A meeting with the mayor of Gondomar September 13th, to speak about the legal possibilities of the adjacent building.
- A meeting with the mayor, the architect and the Noguera Y Valdes administrators to assess options.
- Meeting with the lawyers, to assess the situation and then take some decisions. If it is decided to rent the adjacent building, then it remains to be determined what steps need to be taken.

Enrich materials and structures outside (games, goals, swings...)

- Meeting with the psychomotor team (EPS) to assess children's needs and determine proposals for movement outside. Follow up on these proposals will happen through scheduled meetings.

Action 3: Conducting a thorough evaluation of the spaces and resources

Despite our ongoing process assessment and the growing difficulties when the year ends, we want to stop with greater depth in space design and its resources. While we are always finding transient solutions, it seems that there are things that remain undone for lack of time and intensity.

We wouldn't want that this important process become superficial, that is why, we plan to make a more exhaustive space study, especially in terms of functionality and practicality, so that in this way, we can ensure that the Major Plan contributes to a temporary management improvement which will allow us to operate in a more balanced and agile way and ensure that children achieve desired impacts.

To do so, we must create a plan designed and structured over time, with clear objectives, observation systems, reflection and research, that allow us to get as close as possible to the reality of our school and evaluate whether spaces contribute to achieving desired impacts. It is not enough to conduct temporary shallow assessments.

Objectives

1. To carry out deep reflection of spaces and resources by designing a system through monitoring, observations, gathering of evidence and planning.
2. Design a plan of justified and studied measures and actions as a follow up to this plan, after the reflection process is carried out, in order to make the most cost effective and ensure that spaces are being productive in impact achievement.

The main action is to design a work plan of this study. Some of the aspects to be taken into account to check whether or not spaces are fulfilling their functionalities or are contributing to an orderly and effective work method are:

- Design a work plan to sequence this study (2021/2022) using as guidelines the aspects to consider in it.
 - . Autonomy development possibilities
 - . Pedagogic functionality and frequent use of materials
 - . Versatility and adaptability of spaces according to the activity based on the children's interest.
 - . Expansion and enrichment of materials to reach diverse learnings
 - . Space Limits and rule review
 - . Contribution of the use and organization of spaces to the improvement of time management.
- Implement the study plan during the 2021-2022 academic year, that could be classified in the following stages: observation, reflection, investigation, and improvement proposal. All of this, with its corresponding tools (rubrics, minutes, improvement plans...)

- Develop a document that includes derived measures from this study so that it can be implemented for the 2022-2023 academic school year, apply it to the rest of the school documentation (PEC, PCC...) and expose it to the rest of the team that will implement it (July 2022 or September 2022).

ACTION 4: SETTING UP A SYSTEM TO MONITOR SPACE ORGANIZATION

One of the main problems that we have in Gándara is that we are becoming bigger and bigger and with more resources, on the one hand, because we are renovating and expanding possibilities and on the other, the number of boys and girls has increased. We find ourselves with more material, more resources and more furniture, all this without a well-defined structure. So, it often happens that we do not find things we are looking for, because there are no clearly defined places, or that we run out of expendable materials simply because there is no stock management. It can happen with books which we want to use, and we do not know if they are in lower elementary or upper elementary and this occurs in other similar situations. We believe that an organized system of resources and spaces in this regard is urgently needed to facilitate the overall functioning of the school. This will spare us a long time spent on solving problems that arise and that can be used for other purposes.

Objectives:

1. Create a system of organization and control of materials and spaces that makes the school easier to operate.
2. Design organizational processes to involve boys and girls in school order management.

Actions:

- Design a warehouse where different teaching materials that are not being used can be organized and kept under specific classifications.
 - o Decide the location space for the warehouse. Rate current warehouses and reassess possibilities.
 - o Define operating, classification, and recording systems for material inputs and outputs.
 - o Develop general inventory (whether in used spaces or not used spaces)
 - o Empty, clean and prepare storage space with furniture if needed.
- Create a consumable (stationary) supply space. Ideally, everything would be centralized in the same room (along with pedagogical materials, center for pedagogical planning) but we would have to see the possibilities due to lack of such a large space.
 - o Decide the location for a stationary center
 - o Define a rating operating exit log system
 - o Build an inventory and purchasing system (what are the annual purchasing and replenishment needs)
 - o Prepare the space
- Create a pedagogical planning center: with the idea of having centralized information panels, pedagogical books, work team folders, and important documents for the teaching team.
 - o Assess the need for this space and decide where it should be located.

- Create a library organization system (coordinated with NBL: Linguistic standardization Team, library and literacy skills)
 - Library organization in 2021-22
 - Library management training
 - Library plan development: with all actions that may show up unexpectedly from this plan. As part of this plan reflection, assess the possibility to create a shared library for lower elementary and upper elementary.
- Plan a system in which the children engage in school order
 - Initial meeting to assess children's activity in different tasks of sorting and caring for spaces in school.
 - Design a plan for elementary, lower elementary and upper elementary, where the responsibility of the children in the order and care of the spaces is worked out.

ACTIONS AIMED AT DESIGNING A TIME ORGANIZATION SYSTEM

ACTION 1: REVIEWING AND ADAPTING WORKABLE SCHOOL DAYS SCHEDULES

The development of timetables that can adapt to students' learning has always been a challenge in our school, but we have never given up and have always taken important steps forward. It is one of the topics on which we reflect the most and take very seriously. Since it is a real concern for us, attending to their rhythms, motivations and interests is intimately linked to timetable distribution.

Therefore, despite the fact that Gándara was originally an educational space with very flexible times and a great amount of time for expansive activities, we have slowly learnt to realize how it really needed greater structures with many more learning opportunities. Today, workable school days are not what they used to be, and we are proud to say that they are working better and better every day. Nevertheless, we want to continue making progress in this sense and we are in ongoing search of methods that can increase flexibility and adaptability to their rhythms, interests and needs, while being able to present students with to new challenges, opportunities for improvement and effort, and ensuring that they acquire HOS and minimum standards.

To this purpose, there are several plans, other than this one, that we need to develop in greater detail, especially in terms of assessing and defining objectives and impacts. Once those plans are completed, we will report their content to the learning community.

Objectives:

1. Designing teaching schedules that facilitate and enrich proposals and activities of high educational quality and enable learning diversity.
2. Adapting schedules to different learning rhythms as much as possible, as well as to individual or group needs and interests.

Actions:

- Assessing school hours and improving measures: during July 2021, we undertook a series of in-depth assessments on performance in 2020-21.

- Redesigning workable school days schedules for academic year 2021-22, following conclusions reached in July 2021.
 - o Pre-school planning: in pre-school, workshop proposals remain roughly the same, except for some small details.

| | ACTIVITY | DEFINITION |
|----------------|--------------------------------|--|
| 9:00 11:00 | First hour proposal | Workshop proposals, mainly artistic or experiential that they can attend voluntarily |
| 11:00 12:30 | We prepare snack and we eat it | Time for preparation routines, breakfast and tidying up. Interesting autonomy dynamics |
| 12:45 13:30 | Second hour proposal | Workshop proposals, involving mostly physical movement. Assemblies held on Mondays. |
| 13:35 14:00 | Story time and departure | Arrival and Departure routine. We calmly prepare to go. |

- o Lower Elementary Planning: in lower elementary the schedules have been restructured, generating a workshop activity progression system, which increases according to age, or developmental stage. The teaching activity is mostly focused in the first part of the morning and there is free time in the last part.

| | ACTIVITY | DEFINITION |
|----------------|---|---|
| 9:00 9:20 | Assembly and Diary | Students begin their morning programming their day |
| 9:20 10:20 | Workshop/Project/Didactic sequencing or autonomous work | Activities as decided or scheduled by each student. There are often an array of activities to work on different area contents: projects, area-specific workshops. |
| 10:20 11:20 | Workshop/Project/Didactic sequencing or autonomous work | |
| 11:20 12:30 | Breakfast and Free time | Break time and social activity. At this time on Wednesdays, the natural science class takes place outdoors until departure time. |
| 12:30 13:40 | Workshop or Work groups | More activity proposals (Fridays: free time) |
| 13:10 13:40 | Assembly | On Mondays, group assembly is held and students make decisions that affect life and organization in Lower Elementary. |
| 13:40 14:00 | Diaries and Tasks | They record their activity and tidy up the school, according to the task they have been assigned |

The Schedule is flexible according to age, but everyone has to meet their commitments according to their developmental stage.

Elementary 1 (grade 1, 6-year-olds): one workshop or personal project per day. Math: once a week in the living space, English workshop.

Elementary 2 (grade 2, 7-year-olds): 2 workshops or 1 workshop and 1 project per day Math: twice a week. English workshop.

Elementary 3 (grade 3, 8-year-olds): 3 workshops or 2 workshops and 1 project per day. Math: twice a week. English workshop.

- o Upper elementary planning: in upper elementary, the mornings have been divided into three parts, separated by half-hour breaks,

| | FROM MONDAY TO THURSDAY | | | | FRIDAY |
|----------------|---|-----------------|--|---|--|
| 9.00 10.30 | Specific instrumental area workshops (English, Galician and Spanish, Science and Math) 3 work groups: G3 (grade 4), G4 (grade 5), and G5 (grade 5) | | | | Autonomous work/Projects |
| | | | | | Specific work |
| 9.45 10.30 | Workshops will be held on specific area content (trying to guarantee cross-disciplinary work) working in an experimental or abstract manner, but always considering that the student is at the center of the process, and actively develops his/her own tools. Small projects focused on developing specific area content can also occur. | | | | Autonomous work/Projects |
| | | | | | Specific work |
| 10.30 11.00 | SNACK TIME | | | | |
| 11.00 12.30 | Projects The projects to be carried out will be decided by the learners and teachers. Learners can participate in the projects they consider best suits them. Project timing may vary (monthly, every term, once a year) depending on the needs and motivations of the children. | | | | Teacher-student guidance sessions every 3 weeks or every month |
| 12.30 13.00 | FREE TIME | | | | |
| 13.00 13.40 | Assembly | Reading time | Social harmony workshop Organization and coordination workshop | Artistic and ludic proposals and/or completion of projects | Movement proposal (P.E.) |

- o Plan for eventual sick leaves, establish and communicate with substitute teachers to have at hand in case of prolonged sick leaves.
 - o Plan for equal break times and elementary, lower elementary and upper elementary coordination on workable school days.
 - o Define teacher student guidance sessions and support and guidance schedules.
- Review, evaluate and organize school hours at lower elementary and upper elementary through monitoring, observations, and evidence gathering, carry out an evaluation schedule plan through meetings and reflections, as well as an observations log to assess whether they are working as expected.

ACTION 2: REVIEWING AND ADAPTING WORKABLE SCHOOL DAY SCHEDULE

Here we find some of the most important actions in this plan. The faculty team is made up of 9 teachers, a part-time management position, a full-time administration position and a full-time cleaning position. But in general, we do not get to finish all we want to do, and work piles up and increases, becoming a heavy load on our shoulders that drains our energies. We believe that we must look after the welfare of those who work at school, trying to avoid excessive workloads, disorganization and frustrations that lead to working without enthusiasm and that may affect the way we support children. It is very important for us to take into consideration the emotional part and how we balance the work pace.

We are aware of the importance of defining our actions, tasks, responsibilities and we are learning to identify what is, not only urgent at the present moment, but also important. We believe that we can avoid many problems that require urgent solutions if we work on the basis (which is often not so urgent, but more necessary) that will help us anticipate.

At the end of the previous academic year, some of our main ratings were:

- The teacher's working days were not balanced equally: some had more responsibilities or teaching time than others.
- It was not effective to have all of us present at every meeting on every topic.
- An overloaded agenda: we wanted to go over too many issues and set ambitious goals without assessing the time needed.
- Lack of communication, organization, timing actions affected distribution timing.
- Time spent on newsletters and reports was disproportionate.
- There was no time to conduct a proper assessment.
- The roles of management and administration teams are not always clear, and sometimes some matters were carried out by both departments, with twice the same time spent for the same thing.

Objectives:

Taking all the above into consideration, our main objectives will be:

1. To design a time management system for the Gándara working staff that enables smoother and more productive operation.

2. To conduct a process of reflection in which it is decided where and how to focus actions, where to dedicate time to improve this area, regardless of how others can put them on hold.
3. To define the tasks and responsibilities of school staff adequately and relate their schedules to these functions.
4. To design tools and actions that enable and free workers from excessive workload.

Actions:

These will be the actions that we will undertake in this section of the Major Plan:

- Designing non-workable school day schedules for the 2022-2023 academic school year after July 2021 reflections.
- Clarifying and reporting time distribution for teachers: teacher's hourly distribution is defined and reported.

Here follows a chart with the non-workable day schedules in school. A total of 6 hours distributed between Monday and Wednesday with the following structure:

| | MONDAY | WEDNESDAY |
|----------------|---|--|
| 15.00 16.00 | R. management team (fortnight Teacher-student guidance sessions and activity preparation | alternate (every fortnight, leave a Wednesday for personal work or Teacher-student guidance sessions) |
| | Teacher-student guidance sessions / personal work | <ul style="list-style-type: none"> ● R. Staff meetings ● R. Coordination Teams |
| 16.00 17.00 | | Lower elementary and upper elementary meetings |
| 17.00 18.00 | | Team meetings |
| 1h45' | Personal work at home | |

- o Organize arrival and departure times in a clear and consistent manner with replacement systems.
- o Review, organize and balance school workers' tasks and time distribution (workable and non-workable school days).
- o Ensure that all teachers have the same conditions and work is balanced and well-structured.
- o Make individual schedules and share them with each teacher.
- o Define and organize the operation of a working system by teams. It is decided to make work teams by taking into account different factors, such as the strengths of each team or that each team has one person from elementary, lower elementary and upper elementary. Working groups of about 3 or 4 are thus established to allocate their share of team meeting times to work in different environments. We think that this will contribute a

great deal to the advancement of the school and to smoothen the work overload.

- o Perform first team classification

| ACRONYMS OF RESPONSIBLE TEAMS FOR THE IMPLEMENTATION OF MEASURES | | | |
|--|------------|---|-----|
| Government and management Teams | | | |
| Holding Entity | HE | Principal | P |
| Governing Board | GB | Head of Studies | HS |
| Management Team | MT | Head of Administration | HA |
| Pedagogic and coordination Teams | | | |
| Teaching staff | TS | elementary, lower elementary and upper elementary coordinator | CC |
| Pre-school team | PST | Pre-school coordinator | CCI |
| Elementary team | EP | Lower elementary coordinator | CC1 |
| Lower elementary | EC1 | Upper elementary coordinator | CC2 |
| Upper elementary | EC2 | | |
| Work Teams | | | |
| E. assessment system coordination | ESE | SEND Department | DO |
| E. Standardizing of the Spanish and Galician languages, Library and literary skills | NBL | E. complementary activities | EAC |
| E. psychomotricity | EPS | E. English implementation | EIN |
| E. Art | EAR | E. Galician implementation | EGA |
| E. Music | EMU | E. Garden patch | EHU |

Teams in bold are the ones that will have more workload over year 2021-22, as we have place greater focus on their areas.

- o Designing a work team method: we do not want to fall into a disorganized work system again, so we consider it vital that for this system to work, there should be a method, a way of working together: a system of objectives, timing of meetings, minutes, relationship with the management team in decision making...

- o Designing a time system for teacher-student guidance sessions, reports, newsletters, evaluations. Of course, the preparation of end-of-year reports, such as the writing of newsletters (tools which we feel are very valuable) have required a lot of time and dedication. During this action, we will examine whether we can continue doing these reports and newsletter as we did up until now. Can we make them shorter without affecting their quality?

This part of the action will be developed in coordination with the Assessment System Committee (ESEP). It is also difficult to evaluate aspects which have already been taken into account in school hours, adding a quarter of an hour a day for assessment. It is important to mention that the development of this Major Plan and its adaptation to the ADDITIO platform will help us optimize our work.

- Standardizing the use of shared calendars: we consider this measure important since, till now, we have lack an organized system of communication of events and meetings,

For all these reasons, we will implement the following measures:

- o Sharing a calendar through Google docs
- o Establishing a user protocol for the calendar with codes for different events

ACTION 3: COMPLETION OF DOCUMENTS GATHERING GENERAL ORGANIZATION AND TIME DISTRIBUTION

All work done and carried out in this Major Plan should be updated in a series of documents that can be accessed by the participants. Part of our problem was that we did not have all decisions centralized and that they were mostly verbal. This is why this plan seeks to have documents that have all the organizational information and can be easily updated. The idea is that they are live documents, adapted to each moment and that the teachers can consult and know exactly how everything is organized at all times.

Objectives:

1. Creating documents that provide constant up-to-date information on school organizational decisions.

Actions:

- Creating a general organization document: an Annual General Programming (PGA) and update it on the platform with any possible changes. This document shall contain:
 - o Important measures for academic year 2021-22
 - o Organization of school (teachers and children) and non-workable school days
 - o Individual schedules
 - o Teacher-student guidance and support sessions schedules
 - o Replacement teachers
 - o Duties of school staff and work teams
 - o Student list

- o School calendar
- o Festive commemorations and events Calendar
- o Training activities for teaching staff
- Creating an organization document for each school stage. Pre-school Organization (OI), lower elementary Organization (OC1), and upper elementary Organization (OC2), and update any possible changes on the platform. These documents will include information such as:
 - o Updated timetables per term (with greater than in the Annual General Programming)
 - o Organizing space tasks, sequencing and accountability
 - o Report writing calendar
 - o Teacher-student guidance sessions calendar

ACTION 4: DESIGNING A MANAGEMENT EVALUATION SYSTEM FOR WORKABLE AND NON-WORKABLE SCHOOL DAYS (in coordination with ESEP).

We consider it vital that these Major Plan actions can be evaluated. To that effect, we need a powerful and efficient space and time assessment tool that can ensure that such measures are successful and achieve the desired impacts on students. We think it is crucial to establish a series of guidelines and procedures that can allow us to gather evidence of impact.

This part of the plan will be carried out in collaboration with the Pedagogical Assessment Committee (ESEP in Spanish).

All of the processes that will take place in this plan, especially those that involve the study and reflection of the functioning of spaces and times, will contribute to the creation of a plan for general assessment of spaces and time.

Objectives

1. Designing a space and time assessment system to ensure the operation of the school and its contribution to achieving desired impact.
2. Providing teachers with assessment tools that can speed up their work and overall organization, using time efficiently.

Actions

- Designing a time assessment system
- Designing a space assessment system
- Reviewing the section on space and time of the end-of-course surveys

PREVIOUS ACTIONS TO KEEP IN MIND:

- It may be possible to incorporate the monitoring system, organization and assessment of time and spaces to the ADDITIO platform.
- Updating documentation regarding learning space-times that may have been altered during the implementation of this plan: School Pedagogical Framework, Levels of Curricular Design.

5. RESOURCES

5.1. HUMAN RESOURCES, WORK METHODOLOGY:

We will create different teams to distribute tasks efficiently. Each will be in charge of creating and coordinating the different systems:

- ETT
- ESEP Y ESEG
- EPS

The work of these teams will always be supervised by the Management Team and the Governing Board. The criteria we will apply to select team members will be their strengths and professional profiles, as well as other considerations specific to each team.

As we move forward with the first actions planned for the 2021-22 academic year, we will continue to schedule subsequent actions in the same way, remaining faithful to our commitments.

All completed steps and actions will be recorded in documents and attached to the plan, and any updates to the plan and modifications will be added as attachments.

5.2. Technological Resources

We will work collaboratively creating documents on Google Docs, which allows us to work online and provide feedback in a cooperative manner. To do this, we will have feedback color codes for each person.

6. TIMING

Throughout academic year 2021-22, the EET team has scheduled meetings to organize and work on the plan, in addition to some of the other Management Team's plans at the top of the timing chart:

- **September 6th:** Meetings to set EET team roles and objectives
- **October 13th:** Major Plan Review
- **November 3rd:** Major Plan review
- **December 1st:** Design work plan for time and space survey (space observation will be scheduled)
- **January 26th** meeting to define order spaces and distribute operational plan managers (library, stationery, pedagogical, warehouse, pedagogical planning center)
- **February 9th:** Development of operating plans for organizational spaces.
- **March 9th:** Work plan system to design a plan for children's self-managing spaces.
- **April 6th:** Reflection session on the operational space and timing study plan

- **April 27th:** Organization space and operating plan review
- **May 11th:** Final proposal for organization spaces and survey review regarding space and timing.
- **June 29th:** Study plan results on the operation of space and time and report ideas for the system assessment and improving measures.
- **July:** preparation of time and space assessment system, applying measures to be considered after evaluation, preparing organization spaces.

Regardless of the meeting distribution, work of various actions is planned as follows:

| ACTION | PHASE | SECONDARY ACTIONS | DATE | TEAM |
|--|--|---|---------------|------------------------------------|
| INITIAL ACTIONS | | | | |
| 1. CREATING A TIME-SPACE COORDINATION WORKFORCE | Meeting to establish the (ETT) team and its role | | Sept 6th | ED |
| ACTIONS TO CREATE AN ORGANIZATION AND SPACE IMPROVEMENT SYSTEM | | | | |
| 1. CREATION OF PSYCHOMOTRICITY SPACES FOR PRE-SCHOOL AND ELEMENTARY STUDENTS | Creating a motion and play space for pre-schoolers | Implementation: system operation designed and built. | Sept.2021 | ETT ED EI |
| | | Ongoing assessment and refinement of its use | 2021-22 | |
| | Creation of a closed space for motion, play and sports for elementary. | Meeting with Bateleiro to define guidance budget | Aug. 2021 | ED Batel. |
| | | Defining initial needs and ideas | Sept. 2021 | ED JA EET |
| | | September 28 th meeting with the architect | Sept. 28th | ED Arch. JA |
| | | Project presentation: meeting with Bateleiro and the architect to rate the project and its conditions | Nov-Dec 2021 | ED Arch. Batel. JA EET |
| | | License request | Jan-Feb 2022 | JA |
| | | construction | Juin-Aug 2022 | ED JA |

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|---|--|---|-------------------------------|---------------------|
| | | Furniture and materials | Sept 2022 | EP EET |
| 2. PREPARATION OF SPACES 2021-22 PENDING TASKS | Expand parking possibilities | Meeting with the Mayor to discuss legal possibilities of the adjacent building | Sept 13th | ED JA |
| | | Meeting with Mayor, Architect and Noguera y Valdés administrators | Oct-Nov 2021 | ED JA NYV |
| | | Lawyer meeting | | ED JA Lawyer. |
| | Outside: enrich exterior materials and structures | Meeting with the Psychomotricity (EPS) team to assess the needs of boys and girls and define project possibility. | Dec 2021 | EPS EET |
| 3. CONDUCT A DEEP ASSESSMENT OF SPACES AND RESOURCES | Design a work plan for the planning of this study | Team meeting | December 1 st 2021 | EET |
| | Launch the curriculum | | January 2022 | EET ED |
| | Develop a study result to take actions for 2022-23 | | July 2022 | EET |
| CREATION OF A SYSTEM FOR CONTROL AND ORGANIZATION OF SPACES | Design a warehouse, where different materials can be sorted. | Decide warehouse location | January 26th | EET |
| | | Define operating, classification and logging systems. | February 9th 2022 | |
| | | Develop general inventory | Feb.-June 2022 | |

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|---|--|---|-----------------|------------|
| | | Empty, clean and prepare storage space with furniture if need be. | July | |
| Create a consumable supply space | Decide space and location | | January 26th | EET |
| | o Define rating and logging operating systems | | Feb.-June 2022 | |
| | o Develop a purchasing inventory system | | | |
| | o Prepare spaces | | July | |
| Create a pedagogic center | | | Feb.-June 2022 | EET |
| Create a library organization system | o Library organization 2021-22 | | Feb.-June 2022 | EET NBL |
| | o Library Management training | | Feb.-June 2022 | |
| | o Development of the library plan | | Feb.-June 2022 | |
| Plan a system where children engage in arranging the school | Initial meeting to assess the children's activity in different tasks of arranging and pampering spaces in school | | March 9th | EET |
| | Design a cycle plan where children's responsibility for order and care of spaces is worked out. | | March-July 2022 | |

ACTIONS TO CREATE A TIME AND ORGANIZATION SYSTEM

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|---|---|---|------------------------------|-------------|
| <u>ACTION 1: REVIEW AND ADAPTATION OF SCHEDULES IN WORKABLE SCHOOL DAYS</u> | Assessment of workable school days schedules and improvement measures | Schedule elementary, lower elementary and upper elementary | July, August 2021 | EET ESEP |
| | | Plan for possible replacement in sick leaves | Sept. 2021 | |
| | | Plan equal rest hours and coordination of elementary, lower elementary and upper elementary in workable school days | July, August 2021 | |
| | | Define support and guidance schedules | July-Sept 2021 | |
| | | Review, evaluate, and organize teaching schedules elementary, lower elementary and upper elementary | July-Sept 2021 | |
| <u>ACTION 2: REVIEW AND ADAPTATION OF SCHEDULES IN NON-WORKABLE SCHOOL DAYS</u> | Design non-workable school day schedules for 2022-21 | Define time schedule distribution of teaching staff | July, August Sept. 2021 | ED |
| | | Organize arrival and departure times in an organized and clear replacement system | August Sept. 2021 | |
| | Review, organize and balance tasks | Ensure that all the teaching staff have the same conditions | July, August Sept. 2021 | EET |
| | | Make individual schedules and share them with colleagues | July, August Sept. 2021 | |
| | Design work team system and organize its implementation | Classify the work teams | July, August Sept. 2021 | EET |
| | | Design method for each team | 1 st term 2021-22 | |

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|--|---|---|-----------------------------------|-------------|
| | Design a time system of teacher guidance and evaluation processes | | 2021-22 | EET ESEP |
| | Normalize the use of a shared calendar | Use a shared calendar through the google platform | 2021-22 | EET |
| | | Establish a method for use | Sept. 2021 | |
| <u>Completion of documents that gather overall organization and timings</u> | Create a general organization document | | Aug-Sept. 2021 and update 2021-22 | EET |
| | Create a general document for elementary, lower elementary and upper elementary | | | |
| <u>Action 3 Creation of a system for time assessment workable school days and non-workable school days</u> | Design a time assessment system | | July 2022 | EET ESEP |
| | Design a space assessment system | | | |
| | Send yearly survey review related to time and space | | | |
| Previous actions to bear in mind | Possibility to adapt monitoring system, space and time organization and assessment system through Additio | Assessment meeting | Sept. 2022 | EET ESEP |
| | Update documentation related to space-times | | 2022-23 | EET ED |

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